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ONTARIO  
DEPARTMENT OF EDUCATION

# MAN IN SOCIETY

AN OPTIONAL COURSE FOR GRADE 11 OR GRADE 12 OF  
THE FOUR-YEAR PROGRAMME

These courses are experimental in that they will be subject to review.  
Suggestions for their improvement will be welcomed.



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# MAN IN SOCIETY

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## MAN IN SOCIETY

### INTRODUCTION

The aim of this course is to lead the student to an understanding of the institutions and forces in contemporary life and to an assessment of his relationship to the society in which he lives.

The course is not designed to be a mere text-book presentation. It should proceed through directed discussion, projects, and assignments in which the texts are used mainly as reference material.

The teacher will require a sound grounding and interest in one or more of the social sciences, a wide background of general knowledge, and a considerable appreciation of contemporary affairs.

Flexible and resourceful presentation of the subject matter will stimulate student interest and participation. For example, the teacher is encouraged to use discussion leaders and resource people from within his own school system and from the community at large. In all such seminar groups or panel discussions as may be arranged, a short talk in the special subject area might be followed by a question period.

Unit I: A STUDY OF MODERN SOCIAL INSTITUTIONS

Institution Defined

Purpose of an Institution

Types of Institutions

Modification of Institutions

The Family

Family forms in history

Marriage customs of the past

Influences of modern cultural changes on the family

Modern suburban life

The State

Role of the state

Classification of government activities

The state and new social needs

The School

Changing meaning of education

Development of ethical values

Training for world responsibility

Modern school facilities

The Church

Religious tolerance

Religion and ethics

Organized religion to-day

The Courts

Industry and Business

Development of economic systems

Modern production

Projects and Problems

1. (a) Contrast the typical urban house of fifty years ago with present day multiple-unit dwellings or the modern suburban residence.  
(b) How did the style of housing in each case influence and reflect family living?
2. How does government act as a means of social control? Develop a report on these controls.
3. Develop a report on the strengths and weaknesses of individualism in modern business.
4. Presenting your material in the form of a research report, compare family life in the small town with family life in a suburban area.
5. It has been asserted that the greatest freedom is found within the limits of the law. What do you understand this statement to mean?
6. In the course of the past fifty years in what ways has education endeavoured to meet the challenge of changing social conditions?
7. Why is training for world responsibility a necessity to-day?
8. What developments have recently taken place in church unity and co-operation?



## Unit II: THE FORCES OF ENVIRONMENT

### The Social Environment

Contrast between isolation and contact  
 Criteria for the definition of society  
 The function of society  
 The bonds of society  
 The importance of communication  
 Direct and indirect means of communication

### The Natural Environment

Controlling the natural environment  
 Geographical environment and social life

### Development of Civilization

Differences in standards and values  
 Dependency of man upon the cultural heritage  
 Cultural change  
     Influence of inventions on civilization  
     Rapidity of modern cultural change  
     Necessity for adjustment to cultural change

### The Roles of Heredity and Environment in the Development of the Individual

Racial heredity and racial traits  
     Ancestral heredity  
 Environmental influences  
 The distinctions between environment and heredity

## Projects and Problems

1. Microfilm is now being used widely to record vast amounts of printed material in a small space. Discuss the advantage of using this device for communicating with people who will live 100 years from now.
2. Write an essay entitled "If I were Isolated for a Year". Tell of the effects of isolation. Indicate what you would do to keep some contact with society.
3. Read the short story "The Country of the Blind" by H. G. Wells. Show how it illustrates the effects of isolation on a people's progress.
4. What probable future developments in transportation and communication will contribute to man's mastery of his environment?
5. How do customs and tradition influence the individual?
6. List inventions, discoveries and knowledge attributed to Stone Age men.
7. Report in some detail on one of the first inventions or discoveries made by primitive men.
8. Report on the customs of a patriarchal family.
9. Exhibit pictures dealing with primitive and nomadic peoples.
10. Develop a project dealing with early Canadian folk music (including Indian and Eskimo).
11. Prepare reports on Burbank, Mendel and Thomas Huxley. Bring out the contribution each made toward the understanding of heredity and environment.
12. What adjustments did Robinson Crusoe make in his way of life in order to save himself from insanity?
13. Give reasons why it would be harder to live an isolated life to-day than it was a hundred years ago.

14. What are some of the remarkable things that men in our civilization have done to master their environment?
15. How does man compare with animals in his ability to adapt himself to his environment?
16. How does the natural environment give rise to great national and international problems to-day?
17. Why do animals fail to build up a culture?
18. List culture traits in existence to-day that were unknown in the culture of 1800.
19. What difficulties are there in taking the Eskimos or some other isolated people as examples of life of our own ancestors in the Stone Age?
20. Give examples of cultural lags in our own society.
21. What relationship exists between the structure of modern society and the tribal organization of the past?
22. Make a list of the characteristics acquired mainly through heredity.
23. How do you explain the greatness of Beethoven, Churchill or Edison? Would you attribute this greatness to heredity, unique opportunity, or a combination of both?

### Unit III: MANNERS, MORALS AND LAW

Manners

Morals

Law

Criteria of a sound law

Rights

Freedom

Justice

### Projects and Problems

1. Give a brief report on the codes of Hammurabi and Draco. Compare these codes to modern concepts of justice.
2. Develop a chart of five major social institutions and indicate the most important customs each perpetuates.
3. Write a report on a major reform movement of the 19th Century (e.g. Wilberforce and the Slave Trade, Elizabeth Fry and Prisons) and indicate how vested interests and indifferences affected the movement.
4. How does a group enforce its mores?

### Unit IV: SOCIAL STRUCTURE IN THE MODERN COMMUNITY

Primary and Secondary Groups

Reference Groups

Social Classes

Ethnic Groups

The Peer Group

### Projects and Problems

1. Develop a short report on the differences between caste systems and open-class social structures.
2. What are the chief primary groups?
3. What are some of the important qualities that we acquire in the primary group?
4. If you were suddenly to inherit a million dollars, what major social problem would you face?
5. On this continent we are considered to have an "open-class" society. To the extent that we have this type, in what ways is it more realistic than the aim of some countries toward a classless society.
6. Give examples of how the individual conforms in society. Why does society demand conformity? How much conformity should society demand? To what extent has non-conformity of the individual been a benefit to the development of society?
7. Compare the "caste system" of India with the type of "class system" which we might be considered to have on this continent.

### Unit V: TRAINING FOR SOCIAL LIVING

#### The Importance of Learning and Remembering

Man as a habit controlled animal  
 Habit building  
 Conditioning and habit formation  
 Process of unconditioning  
 Classical and operant conditioning  
 Motor skills  
 Learning through understanding  
 The conditions of learning  
 Failure of retention

#### Thinking, Reasoning and Problem-Solving

The images of thought  
 Directed thinking  
 Creative thinking  
 Concept formation strategies  
 Games and strategy  
 Obstacles to problem-solving  
 Associative thinking  
 Logic  
 How emotions colour our thinking

### Projects and Problems

1. From the lives of great poets, musicians, writers and scientists, examine instances of great creative achievement.
2. Trace the influence of such creative achievement on later society.
3. For interesting studies and experiments on Learning and Remembering see Candland and Campbell: Exploring Behaviour (Basic Books), General Publishing Company.



## Unit VI: THE INDIVIDUAL AND SOCIETY

### The Power of Society to Influence Individual Thinking

- Group expectations of us
- The informal controls of primary groups
- Control in society at large
- Where we get our facts and opinions
- The transmission of ideas
- Suggestion
- Persuasion
- Coercion
- Advertising
- Propaganda
- Agencies of influence

### Democracy and the Individual

- The movement toward democracy
- Economic pressures
- Types of democracies
- Active democracies
- Passive democracies
- Parliamentary democracies
- Role of the citizen in a democracy

### (Optional Topic)

#### Public Opinion in a Democracy

- Two kinds of public opinion - static, dynamic
- The consensus of opinion
- Function of public opinion in government
- Role of the leader of opinion
- Limitations of public opinion
- Essentials for sound public opinion
  - (Free speech, free press, free expression of unpopular facts or ideas, equal access to the agencies of communication)
- The danger of concentrated control over communications
- The unmasking of propaganda
- The problem of the pressure group

### Projects and Problems

1. Select an article on a controversial subject and select from it examples of (a) statement of fact, (b) statement of opinion.
2. Find clippings that illustrate propaganda. Develop simple reports on what these clippings seek to have you believe.
3. Prepare an exhibit of advertising. Place similar advertisements together under such headings as "Appeals to Fear" and "Appeals to Pride".
4. Observe a public speaker's attempt to win his audience. What techniques did he use?
5. Prepare a bulletin board display of what you consider to be (a) effective advertising, (b) ineffective advertising.
6. Choose a current topic of national importance and over a brief period of time collect as many opinions as possible on it. Include newspaper clippings, radio speeches, news broadcasts and interviews.
7. List some of the functions of society taken over by government in the past 25 years.
8. Prepare an essay on the provisions for social welfare in Canada to-day.

9. Discuss the possibility of public opinion polls influencing the outcome of an election.
10. Which is more reliable, our memory of an unexciting happening or of one that was exciting? Give reasons for your choice.
11. How do we form stereotypes? How do they impede clear thinking?
12. How may a newspaper's special interest affect its coverage of the news?
13. Under what conditions might a people be willing to exchange democracy for dictatorship?
14. What weaknesses are inherent in public opinion?
15. Why is public opinion easily exploited?
16. "Bad newspapers tend to drive good ones out of circulation". Discuss this statement.
17. Debate: Resolved that motion pictures, television, and radio programmes mould public opinion in the interest of a better society.
18. Could pressure groups exist in a totalitarian state? When do such groups constitute a threat to government by the majority?
19. What part does fashion play in controlling our behaviour?
20. What can you say to prove or disprove the statement that the radicals of one generation are the heroes of the next?
21. How do radio and television serve the process of democratic government?

## Unit VII: CHALLENGES OF CONTEMPORARY SOCIETY

### Rapidity of Technological Change

The present industrial revolution  
 Educational problems arising from this revolution  
 Effects of automation  
 The problem of unemployment and the need for re-training  
 The position of the unskilled worker in our society

### Projects and Problems

1. Compare the social effects of the 19th Century Industrial Revolution with the effects of the present technological revolution.
2. Visit a newspaper office or library and spend an hour reading a newspaper file of 1900. Make a list of customs and methods of living that differ from those of the present day.
3. Make a list of customs and methods of living that will differ in the year 2000 A.D. from those of the present day.
4. Organize a field trip to an automated plant.
5. When Edison invented the light bulb, people were afraid to use it for fear it would blow up and kill them. Do you recognize a parallel in modern inventions?
6. What inventions of the last fifty years have made it possible for culture traits to spread more rapidly throughout the world?

The Challenge of Urbanization and Community Planning

The purpose of community planning  
 The rings of city growth  
 Blighted areas  
 Some aims of planning  
 Special problems of municipal planning  
 (Recreation space, slum clearance, subdivision control)  
 The small town  
 The rural community

Projects and Problems

1. Appoint a committee to investigate planning in your community. What zoning regulations exist?
2. Develop a report (illustrated by a chart) for the redevelopment of an older area of your own community.
3. Draw up a graph to show the population growth of your community over a long period. Try to account for pronounced fluctuations.
4. Plot a line graph using statistics from the decennary census to compare the trends in urban and rural population in Canada since 1870.
5. Are problems of air and water pollution serious in your own community? What steps may be taken by citizens to correct evils of air and water pollution?
6. Where would you suggest the site of a new high school in your community? (Base your conclusions on present community planning and other factors relevant to the choice of site).

Leisure

Importance of recreation to the individual  
 Leisure defined  
 Tests of good recreation  
 Entertainment or participation  
 Imaginary or genuine experience  
 The community's responsibility for recreation  
 The need of education for leisure  
 Intellectual and educational types of recreation  
 Physical types of recreation

Projects and Problems

1. List the things you do in your leisure time. Which of these meet the test of good recreation?
2. List the non-commercial recreations provided by public and private agencies in your community.
3. What is the essential difference between work and leisure?
4. What are the shortcomings of commercial amusements?
5. What are the strengths and weaknesses of professionalism in sports?



The Problem of Crime

Definition of crime  
 Classification of crimes  
 Theories of causes  
 Lombroso's theory of causation  
 The cost of crime  
 Conditions which produce the criminal  
 Treatment of offenders  
 Development of modern prisons  
 Probation and parole  
 Improving correctional procedures  
 Segregation of habitual criminals  
 Prevention of crime

Projects and Problems

1. Develop a report on the temptations toward crime in our society.
2. Prepare a report on the probation and parole systems in your community. What seems to be the percentage of success under these systems? Do you favour a parole programme?
3. Prepare a statistical report on prisoner rehabilitation. What goods may be manufactured in prisons? What training and courses may be offered to prisoners?
4. Arrange a visit to a local court.
5. Prepare a simple report on the Canadian Criminal Code under: (i) Classification of crimes, (ii) Number of sections dealing with crime against the state, persons and property, (iii) Recent amendments to the Code.
6. "Crime is a false solution to a personal problem". Explain.
7. Discuss the following statements: (a) Crimes against property increase during the winter months, (b) The age group from 16 to 20 has the highest rate of burglary and larceny, (c) Crime against property decreased during World War II.
8. Why is there a far higher rate of crime in the city than in the country?
9. In sentencing a criminal should a judge be influenced more by the nature of the crime than by the character of the offender?
10. Discuss the following statement: "Not severity of punishment but certainty that the criminal will be caught and convicted is the best deterrent to crime".
11. Seventy per cent of all prisoners are repeaters. How do you explain this?
12. Some persons argue that parole is costly to society in that many parolees fail and commit further crimes. Others argue that parole would save from a life of crime many who, because of imprisonment, become habitual criminals. Discuss this controversy.

Minority Groups in a Democratic Society

The racial problem in the United States  
 Asians of the Pacific coast area  
 Indians and Eskimos of North America  
 Anti-semitism  
 Biculturalism



### Projects and Problems

1. In an essay trace the history of the Negro problem in the United States.
2. Name some important provisions of Canadian immigration law. What changes, if any, would you favour?
3. Discuss the chief reasons for race and nationality prejudice. Consider (a) Ideas of inferiority, (b) "In-group" versus "out-group" attitudes, (c) Attitudes of adults, (d) Economic competition, (e) Stereotypes.

### Power Groups Within Our Society

Management  
 Unions  
 Financial organizations  
 Political groups  
 Organized lobbyists  
 Racial groups  
 Religious groups  
 Effect of group pressures on public opinion

### Labour and Management

Trade unions  
 International regulation of labour-management affairs  
 Progress in labour-employer relations  
 Competitive pricing, the problem of industry  
 The public and labour-management activities  
 The movement toward co-operation between government, labour and management

### Projects and Problems

1. During a period of two or three weeks collect for use in class discussion all articles concerning management - labour affairs.
2. Prepare a report on labour legislation in Canada.
3. Report on the details of a labour contract recently negotiated by some major industry or by a company in your community. What concessions did each side make?
4. What is the purpose of a labour union? Why do union members sometimes resort to striking or picketing?
5. What are some of the items included in modern labour contracts?
6. When does the government interfere in strikes? Describe mediation services.
7. Using examples from Canadian industry, develop a report on profit sharing.
8. Have three students represent labour and three represent management at the council table. Have the class decide what the issues of the discussion are to be.

### Morality in Public Office

Dangers of patronage  
 Temptations toward "profit from position"  
 Raising of election funds  
 Lobbying

Old Age and Social Security

Change in life expectancy  
 Increase in the number of aged since 1900  
 Factors causing increased life span  
 Housing and care  
 Pensions  
 Interests and leisure  
 Responsibilities of society

Living Standards in Our Community

The meaning of "standard of living"  
 The budget and living standards  
 The savings programme  
 Borrowing  
 Wise buying  
 Buying according to government specifications  
 Consumer organizations

Projects and Problems

1. Invite a speaker from the Better Business Bureau to address the class on the work of the Bureau.
2. By obtaining contract forms for deferred-payment buying, draw up a report on the rate of interest charged on the average unpaid balance.
3. Make a list of ten necessities, ten comforts and ten luxuries (a) for yourself, (b) for one living in poverty, (c) for a millionaire.
4. Examine the impact of a vast foreign aid development project on the standard of living in an underdeveloped country.

The Problem of Population

Malthus's essay on population pressure  
 Population growth during the past two centuries  
 Patterns of growth  
 Population growth in the United States and Canada  
 Future problems arising from population pressures

Projects and Problems

1. Report on scientific experiments aimed at increasing the world's supply of food.
2. "The world's population explosion is far more dangerous to humanity than the threat of nuclear war". Conduct a debate on the above statement, bringing to bear as many as possible of the contemporary writings on population.
3. Account for variations in population increase in various parts of the world.
4. Why, in the last hundred years, has population not outgrown food supply as Malthus said it would? Can you cite a country where his theory did work out? Is it possible that his theory will work out on a world wide basis in the future?

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Publications of the Ontario Human Rights Commission, Department of Labour,  
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The brochure Human Relations is sent regularly to all schools. The Commission also publishes periodically, pamphlets on special topics. Teachers may obtain copies on application to the Ontario Human Rights Commission.

